

Mark Scheme

Winter 2020

Pearson Edexcel IAL
In Geography (2001)
Paper 1: Global Challenges

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1 a (i)	AO1 (1 mark) • The likelihood of loss of life, injury or destruction and damage • The potential harm or damage caused by natural hazards Allow references to risk equation.	**(1)**

Question Number	Answer	Mark
1 a (ii)	AO2 (2 marks) • Residents lack of awareness (1) of the potential strength of the hurricane may cause them to lack sufficient preparation (1) • Residents may suffer a shortage of food / water (1) as supplies will have been disrupted due to damage to infrastructure (1) • Local business will be affected and may suspend normal hours (1) because staff are unable to come to work or access may be impossible (1). • Emergency services not able to deploy their services (1) due to road blockages or damage to infrastructure. Risk should be linked to the post-hazard situation, not the risk from the original hurricane.	**(2)**

Question Number	Answer	Mark
1 a (iii)	AO1 (2 marks) Hazard resistant design could: • Allow buildings to maintain their structural integrity (1) which would result in reduced need for repairs (1) • Reduced insurance claims (1) or could reduce injury to people as they are less likely to collapse (1). • Improved design could result in fewer injuries / deaths (1) as buildings are less likely to collapse or be damaged. • Example of hazard resistant design plus explanation of how it can reduce risk Allow credit for examples of hazard resistant design. Accept other correct explanations.	**(2)**

Question Number	Answer	Mark
1 (b)	AO1 (4 marks) • At a divergent/constructive plate boundary, plates move apart (1) which allows magma to rise to the surface (1) This leads to effusive (fire fountain) style eruptions which are found at shield / fissure volcanoes (1) • At a destructive plate boundary plates move together (1), the oceanic plate subducts beneath the continental plate (1) causing the subducting plate to melt (1). Rising magma becomes pressurised leading to explosive eruptions (1) • At hotspots, rising plumes of magma through a plate can lead to doming of the plate (1) Magma escapes and erupts in effusive style (1) e.g. Hawaii.	**(4)**

Question number	Answer	Mark
1 (c)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Types of prediction include – monitoring of seismic activity, gas composition / emissions, land deformation, weather patterns (radar). • Prediction may give time to warn the population allowing for evacuation of people out of the hazard zone. • Prediction will have a limited impact on reducing damage to fixed assets such as buildings etc., unless they have an aseismic design. • In some countries despite being able to predict they may not have the capacity to warn the population due to lack of communications, infrastructure etc. • Despite warnings, the population of a country may lack understanding of the importance/relevance of the warning and therefore not act. This is not necessarily a development issue e.g. people refusing to leave their homes in the USA during hurricanes/wildfires. • Some populations may be remote and therefore are unable to benefit from the predictions that may be released by the government. • The size of hazard may render warning irrelevant, for example the Asian Tsunami.	**(6)**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-2**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas which lack detail. (AO1)
Level 2	**3-4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas which are not fully detailed and/or developed. (AO1)
Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

Question Number	Answer	Mark
2 a (i)	AO1 (1 mark) • West Africa	**(1)**

Question Number	Answer	Mark
2 a (ii)	AO1 (2 marks) • Both livestock and maize are showing a percentage decline in area used for farming (1) however livestock has seen a greater percentage decline than maize (1) • Large variation in impact between regions (1) for example West Africa is worst affected by livestock loss whereas East and Southern Africa are affected worst by maize losses (1). • Overall West Africa is most affected by percentage decline in area used for both livestock and maize (1) compared to Central Africa which is least affected (1) • South Africa is more greatly affected by decline in area used for farming for both livestock and maize (1) compared to Central Africa which is the least affected (1)	**(2)**

Question Number	Answer	Mark
2 a (iii)	AO2 (2 marks) Credit 1 mark for the reason and 1 for a further development. • Some areas may be affected by drought (1) Leading to less rainfall for pasture and for crop production (1). • Climate change (in Northern Africa) may lead to more suitable climates (1). This may enable climatic conditions for increased production of maize / livestock. • Desertification (1) may lead to reductions in maize cropping as the soil is less able to produce (1). • Areas may have increased population growth (1) this could have resulted in increased rural-urban migration and therefore reduced agricultural employment (1). • Areas may have increased population growth (1) resulting in growth of urban areas/settlements and therefore reduced land for agriculture (1) Credit any valid reason.	**(2)**

Question Number	Answer	Mark
2 (b)	AO1 (4 marks) Credit one mark for a description of the action and one for how it will mitigate carbon emissions Possible answers could include: • Renewable energy (such as solar, wind, tidal) will generate green energy due to natural forces (1) therefore lowering the need for fossil fuel-based energy production which releases carbon emissions (1) • Countries have encouraged the use of public transport (1) which means less people are using private cars and therefore reducing the amount of emissions (1)	**(4)**

	• Carbon taxes are levies which are placed on the fossil fuel content in fuel usage (1). Increased taxes may lead to need to seek a financially viable alternative to remain profitable (1) • Collection of materials which are then processed / remade so to reduce demand on extraction of the same resources (1). This reduces carbon emissions in either the extraction process or the process of waste of unrecycled materials such as burning (1). • Carbon capture storage projects will store carbon (1) therefore reducing the amount of carbon released into the atmosphere (1) Accept any other valid responses Mark as 2+2	

Question number	Answer	Mark
2 (c)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Uncertainty demonstrated through the differences in the IPPC modelling. The rate of sea level rise is speeding up mainly due to human contributions. • Don't fully understand feedback loops and how these will impact the rate of melting and the impact this will have on eustatic rise. • Don't fully understand how future thermal expansion mechanisms will work and how these will impact on sea level rise. Current estimates range from this accounting for between 30-55% of the increase in sea levels. • Uncertainty over the impact that international agreements will have on reducing greenhouse gas emissions e.g. Paris agreement • Unable to accurately predict the wasting rates of large ice sheets such as Greenland and how this will alter feedback loops. Accept any other valid responses.	**(6)**

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-2**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas which lack detail. (AO1)
Level 2	**3-4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas which are not fully detailed and/or developed. (AO1)
Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

Question Number	Answer	Mark
3 a (i)	A02 (3 marks) • Very High KOF (90.2-91.3) scores tend to be located on the coast, the exception being Austria (1) • Medium KOF (83.5-86.6) scores do not seem to have a pattern, being found in central, northern and southern Europe (1) • Several the countries with medium-very high KOF scores are located in close proximity to each other. (1) • Most of the very high KOF are located in northern Europe • Medium globalisation scores are more evenly distributed (1) • The smallest countries have the highest globalisation scores (1) Accept any valid idea	**(3)**

Question Number	Answer	Mark
3 a (ii)	AO1 (2 marks) • Top spots in the KOF index are held by relatively small EU countries such as Ireland, Netherlands and Belgium (1) which means they have a greater level of interdependence with their neighbouring countries. (1) • Country may be part of the EU or the European Single Market (1), which has benefits for developing local trading partners / switched on location (1) • Country may operate as a financial/trading hub e.g. Belgium (1) resulting in high levels of economic globalisation due to trade and financial flows (1) • Country has a coast (1) which has allowed it to develop a long history of trade and connectivity (1) Accept any valid idea	**(2)**

Question Number	Answer	Mark
3 (b)	AO1 (4 marks) Credit 1 mark for a reason and further marks for extended explanations. **Advantages:** • Outsourcing to a third party may result in a cheaper labour supply (1) which means that products can be made with greater cost-effectiveness (1). • Raw materials are also cheaper in less developed parts of the world (1) reducing the overall unit cost of an item increasing potential profit (1). • Rules (trade / workers' rights) are likely to be more lenient in less developed parts of the world (1). This means that production can take place in conditions which are not replicable in areas such as the EU where working codes are stricter (1). **Disadvantages:** • Profits could be impacted by exchange rates (1) resulting in lower profits for shareholders (1) • Longer lead times for supply (1) meaning careful management of the production process is needed to ensure production deadlines are met (1)	**(4)**

	• Increased risk of poorer quality products due to reduced quality control (1) resulting in loss of customers/declining sales (1) • Greater risk of exposure to conflict/hazards (1) resulting in facilities being lost/profits falling (1) • Increased exploitation of workers in emerging countries (1) which results in lower standards of living (1). Candidates may discuss advantages and disadvantages to developed or developing/emerging countries. Accept any valid response.	

Question number	Answer	Mark
3 (c)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: • Governments will provide the framework for external investment through their decisions on company tax rates and minimum wages etc. This can promote or hinder foreign direct investment and therefore economic globalisation. • Governments are responsible for creating new infrastructure and other facilities to attract foreign direct investment. For example, ports, airports etc. • Governments may designate Special Economic Zones with the aim to develop and diversify exports. These therefore attract foreign direct investment and deepen links between countries e.g. China's creation of Free Trade Zones (FTZ) have allowed foreign owned countries to develop business in China without a Chinese owned partner. • A government's attitudes to the internet can limit or promote globalisation within their country. For example, North Korea's one-party state limits the ability of its people to connect to the internet except for high ranking government officials. • A government's engagement with political organisations such as the G7/G20/UN can promote the spread of globalisation through trade agreements for example. Accept any valid response.	**(6)**

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Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1)

		• Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

Question Number	Answer	Mark
4 a (i)	AO2 (1 mark) South America	**(1)**

Question Number	Answer	Mark
4 a (ii)	AO2 (1 mark) C - Africa	**(1)**

Question Number	Answer	Mark
4 a (iii)	AO1 (4 marks) Credit 1 mark for a reason and a further mark for an extended explanation. Government spending • Government will have to spend more money on services which are used by the elderly to match the demand (1), for example a greater investment in health spending and care to provide for the increased demand (1). Alternatively, funds from other services may need reallocation (1) Tax allocation • Income taxes may have to be increased to allow for greater government spending (1). This will have an implication on governance as may cause reduced popularity amongst voters / taxpayers. Dependency • With a greater proportion of elderly people there will a greater dependency on the working population (1). This will put greater pressure on the workforce to either pay increased taxes or will demand a greater need for outside workers (1) Pensions • Rising pensions payments as an increasing number of elderly draw pensions (1) which might be funded from current taxation rather than savings, so spending on other services suffers (1) Accept references to examples and allow any relevant response.	**(4)** **2+2**

Question Number	Answer	Mark
4 (b)	AO1 (3 marks) Credit 1 mark for a reason and a further mark for an extended explanation. • Increased likelihood of foreign direct investment (FDI) (1) as companies are attracted to the large pool of workers (1) and therefore increased economic growth (1)	**(3)**

	• Potential for low wages for the youthful population (1) which will keep labour costs low for companies (1) boosting businesses profits (1) • A large youthful population results in a large tax base for the country (1) which can be used to increase funding for education (1) resulting in a higher skilled workforce (1) • Increased potential for innovation (1) resulting in greater levels of economic growth in the future (1) • Opportunity for the youth to migrate to other countries for work (1) resulting in remittances being sent back to the source country (1) Accept any valid response.	

Question number	Answer	Mark
4 (c)	**AO1 (6 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: Benefits to a source country: • Remittances received can be used by families to improve their living conditions, as well as by the government to finance improvements in education and health services • New skills brought back upon the return of migrants, means they can access higher skilled jobs, which in turn can help to improve the economy in the source country • New languages bought back into the source culture improving the cultural mix in the country resulting in a multicultural society • Reduced population results in less pressure on resources such as healthcare and energy demand • Reduction in population density, particularly in urban areas • Increased female labour force participation as males tend to migrate, however they are often found in lower value occupations. Costs to source country • Loss of skilled migrants results in "brain drain", causing a slowing in economic development of the source country due to a lack of innovation and entrepreneurship. • Loss of labour may reduce investment by private companies due to a lack of a skilled workforce • Increasing dependency ratio as young people (20-30) migrate out of the country, leaving high levels dependents who will rely on remittances or government support. • Marriage rates fall, potentially leading to a gender imbalance in the country. This could lead to declining fertility and birth rates • Loss of cultural leadership and traditions as communities breakdown The question allows candidates to identify that the costs of migration may not always outweigh the benefits. For example, candidates may weight up the net balance of remittances vs. economic loss for the country. Accept any valid responses.	**(6)**

Level	Mark	Descriptor
	0	No rewardable material.

Level 1	**1-2**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Understanding addresses a narrow range of geographical ideas which lack detail. (AO1)
Level 2	**3-4**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Understanding addresses a range of geographical ideas which are not fully detailed and/or developed. (AO1)
Level 3	**5-6**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Understanding addresses a broad range of geographical ideas which are detailed and fully developed. (AO1)

<table>
<tr><td>Question number</td><td colspan="2">Explain why some areas, such as those shown in Figure 5, are considered hazard hotspots.</td></tr>
<tr><td>5 (a)</td><td colspan="2">AO1 (5 marks)/AO2 (5 marks)
Marking instructions
Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below.
Indicative content guidance
The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include:
AO1:
• A hazard hotspot is an area where it is at risk from two or more hazards
• The Los Angeles area is subject to a range of hazards but mainly earthquakes and flooding.
• Santa Barbara is subject to earthquake damage and is in close proximity to areas affected by wildfires, as well as being located in the tsunami zone.
• Tsunami threat is focused on the coast and presents the greatest threat to Santa Barbara and Los Angeles.
• All urban areas are threatened by earthquakes along the southern California coast.
• Most urban areas are surrounded by the threat of wildfires.
• Flooding is limited to areas surrounding Los Angeles and Riverside
AO2:
• The threat of earthquakes is linked to the proximity to fault lines, specifically the San Andreas Fault which is the sliding boundary between the Pacific plate and the North American plate. However, there are over 100 smaller active faults in the region e.g. Raymond fault, Santa Monica Fault and the Hollywood fault.
• The steep terrain contributes to the threat of landslides but also the prospect of some areas being flooded due to the threat of flash floods
• River flooding threat is geographical focused on rivers such as the San Gabriel and Santa Ana Rivers which run through Los Angles. The risk is also increased during El Nino years leading to flooding in Los Angeles especially in areas with deforested hill sides.
• Climate of California leads to the seasonal threat of wildfires – the sub-tropical climate can combine with the onset of La Nina resulting in droughts and often wildfires, which can also be started by humans.
• The tsunami threat is due to the offshore tectonic boundaries which could lead to faulting on the seabed.

Answers may include information about places which are not featured on the Figure, for example the Philippines.</td></tr>
<tr><td>Level</td><td>Mark</td><td>Descriptor</td></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>Level 1</td><td>1-4</td><td>• Demonstrates isolated elements of geographical knowledge. (AO1)
• Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1)
• Applies knowledge and understanding to geographical information / ideas, making limited logical connections / relationships. (AO2)
• Applies knowledge and understanding to geographical information / ideas to produce an interpretation that is not relevant and / or supported by evidence. (AO2)</td></tr>
<tr><td>Level 2</td><td>5-7</td><td>• Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1)</td></tr>
</table>

		• Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making some relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)
Level 3	**8-10**	• Demonstrates accurate and relevant geographical knowledge throughout. (AO1) • Demonstrates accurate and relevant geographical understanding throughout. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)

Question number	Assess the extent to which different people and organisations consider global warming a serious threat (20)
5 (b)	**AO1 (5 marks)/AO2 (15 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Global warming is the change in climate (predominately warming) caused by natural factors such as volcanic eruptions, changes to climatic cycles and changes to ocean circulation. There are also positive feedbacks which may create the impression of increased warming. • Human activity is believed to be contributing to an increase in warming as a result of an increasing rate of release of greenhouse gases into the atmosphere leading to an advanced greenhouse effect. The consequence of this is global climate change. • Threat of global warming can widely be interpreted as more extreme climatic conditions, a rise in coastal sea levels, change to ecosystems both terrestrial and marine. • There are several different organisations i.e. NGOs, TNCs, local governments and national governments which have different views on the threat that global warming poses. AO2 • At a national scale, governments may hold different views on the severity of the global warming threat. USA has opted to put economic development before environmental concerns, evidenced by their refusal to sign environmental treaties e.g. Kyoto and Paris agreement. Other countries such as Netherlands, see global warming as a high threat and therefore are committed to reducing their contribution. • TNCs tend not to directly consider global warming as a serious threat as they are focused on increasing profits. However, increased consumer pressures, has meant that companies are becoming more ethically and environmentally aware. • NGOs, particularly those working with developing countries will see global warming as a serious threat. These countries tend to be at greatest risk due to their lack of capacity to adapt and therefore have a potential to increase demand on NGOs such as WaterAid, in providing access to basic resources. • At a local scale, people have a wide-ranging view on global warming, with many dismissing the potential threat and others viewing it as a concern which forces them to adapt their lives e.g. solar power, reducing food miles etc. • Those are the greatest risk may see global warming as a serious threat, for example, Pacific islands and low-lying countries. • To extent may be addressed by candidates highlighting that different views on global warming exist due to differing levels of risk exposure and priorities of a country.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-5**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1)

		• Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections / relationships. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	**6-10**	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information / ideas with limited but logical connections / relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	**11-15**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information / ideas to find some logical and relevant connections / relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	**16-20**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information / ideas to find fully logical and relevant connections / relationships. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

Question number	Explain why attitudes to migration, such as those in Figure 6, vary between countries	
6 (a)	**AO1 (5 marks)/AO2 (5 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance and the qualities outlined in the levels-based mark scheme below. **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Countries with a higher change in GDP per person have a higher % agreement that migration acts for the good (often below 50% agreement), • Except Germany who see value in migration (over 60%) and have a GDP of approximately 6 trillion $. • In countries which have low change in GDP per person such as USA, Britain and France, less than 50% of people believe that migration is a good thing. • Those countries with less than 10% foreign born have over 70% agreement that migration is good, except for Finland which sits at 55%. • Countries with the highest % of foreign born (80+) see the value of migration with above 65% agreement for migration. • Norway is the only country experiencing a decline in GDP and has one of the lowest views on migration i.e. 48% believing that migration is a good thing. AO2 • Change in governance has led to changes in opinions towards migrants e.g. shift towards a nationalist policy in France has led to divisions in the country over whether multiculturalism is good or bad for the country. • Terrorism has led to anti-migrant views particularly in countries such as France and increasing Germany. • Increasing growth of far-right politics across European countries such as France, Italy, Denmark and Austria have led to an anti-migration stance • Some countries are unable to cope with the numbers of migrants therefore wish to limit the intake as it is causing pressure on jobs, housing and services e.g. health and education e.g. Alternative for Germany (AfD) party gained 12.6% of the votes in 2017 • Countries such as Australia limit migration through their points-based system, which could mean that local people are brought up to believe that migration is something that needs careful management. • Countries with high change in GDP per person recognise the benefit that foreign workers have in maintaining growth rates, these include UAE and Singapore. Migration is seen as a positive thing as guest workers will work for low wages and are key in rapid construction of infrastructure etc. • Some countries which seek to grow encourage migration to them to encourage foreign direct investment • Countries such as India and Philippines who have a low % of foreign-born population, may hold a positive view on migration due to the fact they have not experienced the negative impacts directly themselves.	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1–4**	• Demonstrates isolated elements of geographical knowledge. (AO1) • Demonstrates isolated elements of geographical understanding, some of which may be inaccurate. (AO1) • Applies knowledge and understanding to geographical information / ideas, making limited logical connections/relationships. (AO2)

		• Applies knowledge and understanding to geographical information / ideas to produce an interpretation that is not relevant and/or supported by evidence. (AO2)
Level 2	**5-7**	• Demonstrates geographical knowledge, which is mostly relevant and may include some inaccuracies. (AO1) • Demonstrates geographical understanding, which is mostly relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making some relevant connections / relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a partial but coherent interpretation that is mostly relevant and supported by evidence. (AO2)
Level 3	**8-10**	• Demonstrates accurate and relevant geographical knowledge throughout. (AO1) • Demonstrates accurate and relevant geographical understanding throughout. (AO1) • Applies knowledge and understanding to geographical information / ideas logically, making relevant connections/relationships. (AO2) • Applies knowledge and understanding to geographical information / ideas to produce a full and coherent interpretation that is relevant and supported by evidence. (AO2)

Question number	Assess the extent to which different people and locations benefit equally from globalisation (20)
6 (b)	**AO1 (5 marks)/AO2 (15 marks)** **Marking instructions** Markers must apply the descriptors in line with the general marking guidance (page 3) and the qualities outlined in the levels-based mark scheme below. Responses that demonstrate only AO1 without any AO2 should be awarded marks as follows: • Level 1 AO1 performance: 1 mark • Level 2 AO1 performance: 2 marks • Level 3 AO1 performance: 3 marks • Level 4 AO1 performance: 4 marks **Indicative content guidance** The indicative content below is not prescriptive and candidates are not required to include all of it. Other relevant material not suggested below must also be credited. Relevant points may include: AO1 • Globalisation is connectivity between places and is made up of several components i.e. economic, social, cultural and political. • Benefits are largely economic but there are also social, political and in rare cases environmental. • Some areas such as hubs receive greater benefits of globalisation. Regionally these hubs are significant. Globally the importance of hubs can vary. AO2 • The BRICs have largely benefitted from globalisation as they have become fully immersed in global trade, investment and knowledge networks. This has resulted in rapid economic growth but often as the cost of social standards and declining environment conditions. • The economic elite receive the greatest benefit from globalisation as they can benefit from features such as tax havens and are able to move between countries with ease. • Globalisation can create localised pockets of losers e.g. steel plants closing in American as production of outsourced to Asia. • Globalisation has brought the potential of rapid growth to developing countries in Africa through FDI. However, investment tends to be focused in countries with oil and related industries and this has led to widening existing inequalities. • The benefits of globalisation are dependent on how switched on or switched off a country is. For example, North Korea receives little benefit from globalisation due to its global isolation. • Economic benefits are focused more in linked places or hubs – the effects trickle down, but these are often not equal – areas that are more connected through transport are likely to gain greater economic benefits – greater accessibility. • Social benefits – globalised areas lead to an increase in investment which can lead to improved housing, amenities and services provided. Government may invest in such areas leading to socially deprived areas becoming more gentrified. They can also lead to increased slum housing conditions in areas which have received rapid growth. • Benefits may increase populations, and this may put strain on local service provision. • The extent part of the question may be answered by considering who are deemed winners of globalisation e.g. G7, BRICs, elites and middle-class BRICs and who are the losers e.g. very poor, developing countries.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	**1-5**	• Demonstrates isolated elements of geographical knowledge and understanding, some of which may be inaccurate or irrelevant. (AO1) • Applies knowledge and understanding of geographical ideas, making limited and rarely logical connections / relationships. (AO2)

		• Applies knowledge and understanding of geographical information / ideas to produce an interpretation with limited coherence and support from evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce an unsupported or generic conclusion, drawn from an argument that is unbalanced or lacks coherence. (AO2)
Level 2	**6-10**	• Demonstrates geographical knowledge and understanding, which is occasionally relevant and may include some inaccuracies. (AO1) • Applies knowledge and understanding of geographical information / ideas with limited but logical connections/relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial interpretation that is supported by some evidence but has limited coherence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a conclusion, partially supported by an unbalanced argument with limited coherence. (AO2)
Level 3	**11-15**	• Demonstrates geographical knowledge and understanding, which is mostly relevant and accurate. (AO1) • Applies knowledge and understanding of geographical information / ideas to find some logical and relevant connections / relationships. (AO2) • Applies knowledge and understanding of geographical ideas in order to produce a partial but coherent interpretation that is supported by some evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a conclusion, largely supported by an argument that may be unbalanced or partially coherent. (AO2)
Level 4	**16-20**	• Demonstrates accurate and relevant geographical knowledge and understanding throughout. (AO1) • Applies knowledge and understanding of geographical information / ideas to find fully logical and relevant connections / relationships. (AO2) • Applies knowledge and understanding of geographical information / ideas to produce a full and coherent interpretation that is supported by evidence. (AO2) • Applies knowledge and understanding of geographical information / ideas to come to a rational, substantiated conclusion, fully supported by a balanced argument that is drawn together coherently. (AO2)

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